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ABSTRACT

The determination of when a child is ready to enter kindergarten or first grade varies from school district to school district. Currently, many school systems are reevaluating their criteria for school entry. In some school systems, chronological age appears to be the sole criterion; in others, social and learning readiness are also primary considerations. Frequently, educators turn to various testing procedures in order to make an objective determination of readiness. The 113 entries contained in this bibliography, chosen after careful review of items retrieved from a computer search of five large data bases (ERIC, National Technical Information Service (NTIS), Psychological Abstracts, Exceptional Children, and Dissertation Abstracts), should facilitate this process. (Author/RC)

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TM REPORT 54

DECEMBER 1975

SCHOOL READINESS TESTING: A BIBLIOGRAPHY

Barbara Joan Gislason

U.S. DEPARTMENT OF HEALTH,
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ABSTRACT

The determination of when a child is ready to enter kindergarten or first grade varies from school district to school district. Currently, many school systems are reevaluating their criteria for school entry. In some school systems, chronological age appears to be the sole criterion; in others, social and learning readiness are also primary considerations. Frequently, educators turn to various testing procedures in order to make an objective determination of readiness. The 113⁰ entries contained in this bibliography, chosen after careful review of items retrieved from a computer search of five large data bases in education and psychology, should facilitate this process.

PREFACE

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ABOUT THE BIBLIOGRAPHY

The determination of when a child is ready to enter kindergarten or first grade varies from school district to school district. Currently, many school systems are reevaluating their criteria for school entry. In some school systems, chronological age appears to be the sole criterion; in others, social and learning readiness are also primary considerations. Frequently, educators turn to various

testing procedures to provide an objective determination of readiness. These procedures, instruments, and related studies form the basis of this bibliography of reports and journal articles.

The items listed here were retrieved in August 1975 through a computer search of five data bases: ERIC (both RIE and CIJE), Psychological Abstracts (PA), National Technical Information Service (NTIS), Exceptional Child Education Abstracts, and Dissertation Abstracts International.

RIE consists of resumes of education related documents and indexes to these resumes. CIJE provides an index to the major educational periodical literature through detailed indexing of articles in approximately 700 education and education related journals. ERIC began collecting information for RIE in 1966 and for CIJE in 1969. At the time of the search the data base contained all material announced in RIE and CIJE through July 1975.

Psychological Abstracts, with a computer searchable data base covering materials announced from 1967 to present, provides summaries of published documents such as technical reports, journals, and monographs in psychology and related disciplines. NTIS, with a data base from 1964 to present, is the central source of reports on technology, science, business, and social science produced by hundreds of federal, state, and local government agencies. Exceptional Child Education Abstracts, the official abstract journal of the Council for Exceptional Children, focuses on the educational problems of the gifted and the physically, mentally, and emotionally handicapped. This computer searchable data base covers material from 1966 to present. Dissertation Abstracts International's computer searchable data base, which includes dissertations from 1967 to the present, is a massive collection of doctoral dissertations, including a majority of those accepted in North America, plus a growing number of papers accepted at institutions abroad.

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